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Also utilize the <u>Suggested Standards Map for English/Language Arts</u> located in the Literacy Closet &/or the Gheens Website.	

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Unit Title: Reading, Thinking, Talking, and Writing about Unknown Words in Texts, Characters in Stories, and Reasons to Support Authors' Points in Informational Texts

Overview: During this unit, the structure of the Reading Workshop is established. Routines and procedures are learned and a community of readers is developed. Students begin to see, experience, and understand how to focus on their reading, care and manage their books, keep books in baskets, and learn to build stamina for reading independently and with a partner. They learn how books are filled with information and stories they can read and enjoy. They begin to think, talk about, and practice what good readers do. They learn to talk to a partner about their books. They develop their own reading identity. They learn to respond to texts through purposeful talk and drawing and/or writing.

Students are introduced to storybooks, poems and informational texts. Students are prompted to think about the key details in a text and encouraged to ask and answer questions while reading. They begin to retell familiar stories and informational texts using key details. They begin to identify the characters and settings in stories. Students begin to think about the main idea of informational texts.

Students become aware of parts of a book as they begin to explore craft and structure of texts. Students learn about the organization of books and how to follow the words on pages in a book from front to back. They begin to learn about the authors and illustrators of texts and the role of each in telling the story or presenting the information. They begin to integrate knowledge and ideas of literature and informational texts with prompting and support. Students begin thinking about the importance of the illustrations in stories and texts for understanding.

Students begin to recognize common sight words in texts. They are encouraged to reread emergent-reader texts and storybooks to develop fluency. Students are exposed to a range of reading and a variety of text complexity levels through active engagement of group reading activities with purpose and understanding.

Focus Standards:

- RL.K.1: With prompting and support, ask and answer questions about key details in a text.
- RL.K.2: With prompting and support, retell familiar stories, including key details.
- RL.K.3: With prompting and support, identify characters, settings, and major events in a story.
- RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K.7: With prompting and support, describe the relationship between the illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.10: Actively engage in group reading activities with purpose and understanding.
- RI.K.1: With prompting and support, ask and answer questions about key details in a text.
- RI.K.2: With prompting and support, identify the main topic and retell key details of a text.
- RI.K.5: Identify the front cover, back cover, and title page of a text.
- RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.)
- RI.K.10: Actively engage in group reading activities with purpose and understanding.
- RF.K.4: Read emergent-reader texts with purpose and understanding.

Supporting Standards: SL.K.1, K.2, K.5, K.6; RF.K.1, K.2a, K.3a,c; W.K.5, K.7, K.8; L.K.1,a,d, K.2c,d, K.4, K.6

- **Note: The following standards are addressed in Kindergarten repeatedly throughout the year after they are introduced. They should continue to be a supporting standard for experiences with any given text: RF.K.4, RL.K.3, RL.K.5, RL.K.6, RL.K.10, RI.K.5, RI.K.6, RI.K.10**

Although this unit focuses on specific standards, **balanced literacy** must be ensured so that students progress in all aspects of literacy. Writing should occur both during the Reading Workshop and the Writing Workshop. During the Reading Workshop, writing will focus on writing about reading. During Writing Workshop, writing will focus on the writing process.

Reading Workshop is the recommended framework for standards-based reading instruction. The workshop framework is a cycle of differentiated support that begins with whole group instruction; narrows to small group and individual instruction based on student need, and concludes with whole group sharing. Assessment and intervention are embedded within the workshop framework.

Classrooms that do not use a workshop framework are expected to implement research-based reading instruction daily. **Research-based reading instruction provides daily opportunities for students to experience:** interactive read alouds, shared reading, whole group mini-lesson, small group instruction, conferring with a teacher, independent reading practice, thinking, talking and writing in response to reading, and closure/reflection. Teachers meet with small groups of students on a rotating basis and meet with the lowest achieving students daily. Targeted interventions are provided for students who need more support. Whole group, small group, and individual instruction should be standards-based.

This unit includes multiple lesson seeds. Lesson seeds include objectives, learning targets, sample activities, anchor charts, thinking stems, and formative assessment suggestions. Lesson seeds should be used to build or grow a learning experience, and are for the whole group mini-lesson. A learning experience includes standards, learning targets, materials, formative assessment opportunities, mini-lessons (e.g., teach/model/demonstrate, guided practice), daily work time (e.g., guided reading, focus groups, and/or book clubs) and daily group sharing (reflection and evaluation of the learning). **Some lesson seeds are designed to take multiple days.** For example, the mini-lesson might take one or two days, the guided practice would become the mini-lesson for the following day, and possibly extend to the next day. In addition, based on formative assessment, if the majority of students did not understand the mini-lesson concept, seeds may be repeated with different texts or excerpts. If some of the students did not understand the mini-lesson concepts, small group instruction and teacher-led conferences are utilized to re-teach, reinforce, and support students who need additional help.

Read alouds, interactive read alouds, and on-level shared reading experiences allow students to see and hear fluent reading. Interactive read alouds provide opportunities for purposeful talks about texts for constructing deeper meaning and thinking about the text in complex ways to get to the heart of the story (big idea or theme). These are included daily in addition to the reading during the mini-lessons. Lesson seeds often revisit texts that have previously been read in prior experiences of shared reading and/or read alouds. Anchor Charts created in Kindergarten within the learning experiences of lesson seeds should include visual representation whenever possible to aid non-readers with understanding the chart.

Although it may take more than one day to complete one seed, always remind readers of the focused learning target at the end of the daily mini-lesson. Then, send readers off to read on their own with a directive relating to the mini-lesson or a previous mini-lesson for their independent reading and

practice. After work time, readers are gathered again to share and reflect on the strategies and thinking they used independently while reading and how they might have grown as readers.

These curriculum units should not replace the work teachers need to do to support students in their development of phonemic awareness, phonics, word recognition, and spelling skills. Reading Foundational Standards will be addressed daily during Word Study, which may occur before the reading workshop. Students will have opportunities to apply and reinforce the use of word recognition skills and strategies during Reading Workshop and Writing Workshop. For example, when a teacher models letter-sound correspondence during a Word Study lesson, the teacher will want to draw attention to using that skill during the workshop mini-lesson, and provide opportunities for students to apply their use of the skill during authentic reading and writing.

Writing Standards 1-6 and most Language Standards will be taught during Writing Workshop, which is separate from Reading Workshop. However, these standards will be reinforced and will support the learning of other standards throughout these units.

Handwriting Instruction – During this six-week unit, students in kindergarten should receive Manuscript and/or Modern Manuscript writing instruction on a daily basis as part of their Word Study and Writing Workshop. Appropriate letter and word formations are expected and reinforced as students engage in authentic writing tasks. The JCPS Handwriting Map, which includes a link to resources to support instruction in letter formation, can be found on the JCPS Gheens website.

Objective: With prompting and support, students will recognize storybooks, identify important parts of a text, tell about the author and illustrator of texts, and build reading stamina for reading texts with purpose and understanding.

Lesson Seed #1

Learning Targets:

I can identify the front and back cover of a book. (RI.K.5)

I can explain and identify the title page of a book. (RI.K.5)

I can name and tell about the author of a story or text. (RL.K.6 and RI. K.6)

I can name and tell about the illustrator of a story or text. (RL.K.6 and RI.K.6)

I can build stamina for reading. (RF.K.4)

Note: Before beginning this unit, read “Kindergarten Procedures and Expectations for Workshop” ([LINK](#)), for important information on routines and procedures to implement during these beginning weeks in Kindergarten. It includes additional mini-lesson topics for establishing procedures and routines for workshop, as well as different modes of teacher and student reading essential at this level. It also gives more information about book talks and emergent storybooks.

An emergent storybook is repeatedly read aloud four to five times within a couple of days, giving kindergartners the opportunity to become very familiar with and confident in reading on their own. This procedure for repeated readings of emergent storybooks continues at least through the first half of the school year. A basket labeled “Star Books” or “Old Favorites” is introduced as the home of these emergent storybooks which have been read aloud. A big star or other symbol on the basket label and/or books is noted for children to easily identify these familiar books. Once the procedure for choosing and returning books back to their home is in place, this basket will become one of the many book baskets available in the classroom library for kindergartners to choose from for their independent and partner reading. Until then, you may want to be very explicit about dispersing them to tables daily for independent reading, but then modeling how to return them back to their home each day after reading time.

Make copies of the ThinkSheet ([LINK](#)) for each student. Discussions of the literary and informational standards in this seed continue throughout these first units reading both, literary and informational texts, during the read alouds and shared reading experiences.

Interactive Read Aloud: (intended to occur prior to the mini-lesson) Begin by quickly reading (or rereading) an emergent level storybook (three minutes) and placing it in its appropriate home or basket. Discuss the procedures and expectations for read aloud time. Create an anchor chart.

Choose and read aloud a high interest literary text, Kitten’s First Full Moon (E). Be very explicit while modeling what good readers do while reading literary texts (e.g., book-handling skills, identifying and reading the title, noticing it is a storybook, noticing the names of the author and illustrator, identifying and looking at front and back covers of the book for pictures and information about the story, previewing some of the pages in the book to get a good feel of the story and characters, concepts about print, predicting, activating prior knowledge; making connections; thinking about the story as you are reading by asking and answering questions, fluency).

Mini-lesson: (RL.K.6; RI.K.5, K.6; RF.K.4; RL.K.10; RI.K.10; SL.K.1) This seed is intended to span more than one mini-lesson and to be repeated using the suggested informational text. Remind readers about how to come to the gathering place for Reading Workshop. Remind them about the procedures of Reading Workshop and appropriate rules for discussion. Revisit the anchor charts from these mini-lessons. Let them know they are showing excitement about exploring and reading books. *We will*

continue to learn about and follow the procedures of reading workshop to become good readers. We are learning rules and routines that will help us work together as a community. I am noticing how you are listening closely while others speak. You are listening to many different stories which are taking you on reading adventures. You are ready to learn more about books and parts of books.

Show the familiar book, Kitten's First Full Moon (E). Read the title. *The outside of the book that protects the pages is called the cover.* Show the front cover and then the back cover. *What does the **front cover** tell us about the story?* Refer to and talk about how the front cover tells the title and the author's and illustrator's name. Kevin Henkes is both the author and illustrator. Discuss what the **author's and illustrator's role** is in telling the story. *The front cover also shows a picture of a kitten, the important character in the story. So, the front cover must give the reader a clue about the characters in the story. The front cover tells us that this book won a medal.*

*What does the **back cover** tell us about the story?* Refer to and talk about how the back cover says, "What a night!" *So, the back cover might tell the reader a little about the story. As we open the book, we find the title again. Read the title again. This page is called the **title page**. Can you say: title page? It also shows a different illustration or picture from the front cover.* Let them know good readers always notice these parts of books and refer to them to learn more about the story or the text they are reading. *It also shows a different illustration or picture from the front cover.*

Now, let's think about how long good readers can read or look at books without becoming distracted. We call this stamina. Stamina is our staying power for reading. Stamina is how long a reader can just enjoy reading and looking at books and resist any distractions. Stamina is staying strong with reading. We are going to build our stamina in order to become better readers. We are going to try reading and focusing on books for longer periods of time each day to become better readers. We are going to build our stamina for reading.

Tell readers you are going to use some familiar books and storybooks previously read aloud to model good reading stamina. Have them notice your behaviors showing good reading stamina while you are reading. Model reading and be very explicit about staying focused, reading, and practicing good reading behaviors. Time your reading. Ask readers to think about what you did to show your good stamina for reading. Have some share their thinking (e.g., looked at the front cover and back cover; turned the pages from front to back and one at a time; looked at and read the words and/or pictures; did a lot of thinking about the story; asked yourself questions about the story, stayed focused on books the whole time). Let them know you read for six to eight minutes without becoming distracted. Tell them that you may not be able to read all of the words in a book, but at least you can use the pictures to help you tell the story in your own words.

Now, tell readers you are going to model very little stamina. Have them notice your inappropriate behaviors showing very little reading stamina while you are reading. Model inappropriate behaviors. Ask readers to think about what you did to show very little stamina for reading. Have some share their thinking (e.g., played with the book; stopped reading after the first page; became unfocused on the book; looked around the room; started talking to a friend about your new shoes). Let them know you only read for one minute before you became distracted. Begin an anchor chart on building stamina to capture the important characteristics of good readers building stamina.

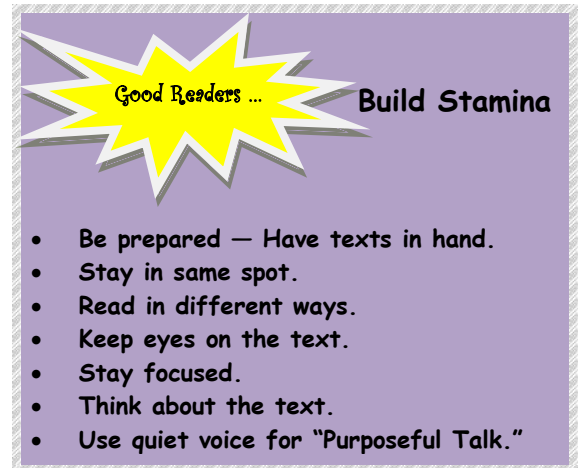
Guided Practice: (this may occur during the next mini-lesson) Establish partnerships for all readers. Have each reader choose a familiar text or storybook to talk about with their partner. Take turns telling their partner about the front and back cover, and the title page.

Work Time: Remind readers of the learning targets. On the **Building Stamina ThinkSheet** ([LINK](#)), have readers draw a picture of them doing something from the list they need to work on to build their stamina. Independent practice from the mini-lesson should last no more than ten to fifteen minutes. Now, tell them you will be timing their stamina once again for independent reading. Show an enlarged graph for independent reading and highlight the goal for the end of the week. Tell them to think about the author, illustrator, and parts of the book. Then, students transition into other work time activities. Have readers choose five books from their table basket for independent reading. Again, establish a goal for the first week (8 minutes). Tell readers you will be observing how long they can independently read before someone breaks stamina. Begin timing. When stamina is broken, record the time for independent reading on the appropriate enlarged graph. Discuss what happened and what can be done to improve stamina and reach this week's goal.

Share Time: Have readers share their drawings about themselves and what they are doing in the picture to build their stamina. Ask them what they noticed about the front and back covers of their own texts during independent reading. Ask them how they built stamina during independent reading. Have them share their thinking about building stamina and why it is important for readers.

Sample Thinking Stems/Anchor Chart:

- What do you notice about a storybook?
- What does the front cover of a story/text tell the reader?
- What does the back cover of a story/text tell the reader?
- What does the title page of a text tell the reader?
- What do you know about the author's role in telling the story? ...or giving information?
- What do you know about the illustrator's role in telling the story? ...or giving information?
- What do you notice about good reading stamina? ...little reading stamina?
- What can we do to improve the reading stamina for the class?
- What can I do to improve my own reading stamina?



Formative Assessment Opportunities:

- Check in during partner talk for understanding of parts of a book.
- Observe during independent to check for understanding about building stamina.
- Use student writing during independent practice for understanding of building stamina.

Objective: With prompting and support, students will practice good reading behaviors for purpose and understanding.

Lesson Seed #2

Learning Targets:

I can do what good readers do. (RL.K.10)

I can follow procedures for reading workshop. (RL.K.10)

I can build stamina for reading. (RL.K.10)

I can listen to others talk. (SL.K.1a)

I can have a conversation with others about a topic. (SL.K.1b)

Note: Make copies of the **Good Readers ThinkSheet** ([LINK](#)) for each student.

Read Aloud: Begin by quickly reading (or rereading) an emergent level storybook (three minutes) and placing it in its appropriate home or basket. Review the procedures and expectations for read aloud time. Introduce the importance of turn and talks during read alouds and discussions. Talk about the procedures of turn and talks. Create an anchor chart of expectations for turn and talks.

Choose and read aloud a high interest informational text, To Be a Kid (CL). Be very explicit while modeling what good readers do while reading informational texts (e.g., book-handling skills, identifying and reading the title, noticing the names of the author and illustrator, identifying and looking at front and back covers, and the title page of the text for pictures and information about the text, previewing some of the pages in the book to get a good feel of the topic, concepts about print, activating prior knowledge, making connections, thinking about the information as you are reading by asking and answering questions, fluency).

Mini-lesson: (RL.K.10; RF.K.4; L.K.1a, K.2d; SL.K.1, K.2) **This seed is intended to span more than one mini-lesson.** Remind readers about the procedures of coming to the gathering place for Reading Workshop. Remind them about the procedures of Reading Workshop and appropriate rules for discussion. Revisit the anchor charts from those mini-lessons. Let them know they are showing excitement about exploring and reading books. *We will continue to learn about and follow the procedures of reading workshop to become good readers. We are learning rules and routines that will help us work together as a community. You are listening closely while others speak. You continue to go on exciting adventures as you listen to different stories. You are learning about books and parts of books. You have started building your stamina as you are able to read by yourself or with a partner for longer periods of time. Wow! You are learning how to turn and talk with your partner to help you learn about reading.* Revisit the anchor charts from these mini-lessons as well.

I've learned in just a short time that this group wants to learn all about reading. Is that true? I love to teach kids all about reading. You have been listening to me read books aloud to you. I'm sure you know a lot of things about reading already. You are beginning to do things that good readers do. We will begin to think and talk more about what good readers do. Let's think about this! I know lots of people in my life who love to read. My husband, Mr. _____ loves to read. I can picture him in my head. He likes to talk to me about the books that he is reading. I am going to write his name on this chart, "People Who Love to Read." He loves to read. He is a good reader. So, I am thinking that good readers like to talk about books they are reading. Let's begin another chart, "What Do We Notice Good Readers Do?" and record that on this chart. I am going to draw a picture of Mr. _____ talking to me about the book he is reading. He will have a book in his hand while he is talking to me. Draw the picture while telling about what you are drawing. Model what you are thinking and how to

write about your picture. *I am going to write about my picture. I will write letters and some words to tell he is talking to me about his book.* Model this type of writing.

Guided Practice: (this may occur during the next mini-lesson) *Now, it's your turn. Think about somebody you know who loves to read. Can you picture this person in your head? Turn and talk to your partner about that reader in your life and what you see him or her doing as a reader.* Have readers quickly share their names and add the names of these people to the chart. Add some of the characteristics of these good readers to the chart and write the name of the student who shares the characteristic. *Just like good basketball players love to play basketball and good singers love to sing songs, good readers love to read. These people we know who love to read are good readers. I love to read! Do you love to read? Should we add our names to our chart of people who love to read? As I read aloud to you today, what are some of the things you noticed I did as a reader? Turn and talk with your partner.* Have some share and add more characteristics to the chart. Tell them you will continue to model for them what good readers do. *What are some things we have been doing to become better readers? Turn and talk with your partner.* Have some share and add to the chart. *We will continue to add to our chart throughout the year as we learn more about what good readers do.*

Work Time: Remind students of the learning targets. Have students draw a picture of the good reader in their life on the Good Reader ThinkSheet. Their drawing should show them doing what they notice this good reader does when they read. Independent practice from the mini-lesson should last no more than ten to fifteen minutes. Then, students transition into other work time activities. Students will choose books to read. Have readers continue to build stamina. Have them think about and try some things that good readers do for evidence of this great thinking. While students are working, circulate the room to listen in on their reading and talk about what they are doing that good readers do.

Share Time: Have students share how this thinking worked for them as a reader. Have students share their pictures of the reader in their life.

Sample Thinking Stems/Anchor Charts:

- Who do you know that loves to read?
- What do you notice people doing that love to read?
- What do good readers do?



Formative Assessment Opportunities:

- Listen in during turn and talk for understanding about good readers in their life.
- Use student writing during independent practice as an exit slip for understanding of what good readers do.
- During independent reading, observe some of the things they are trying that good readers do.

Objective: With prompting and support, students will ask and answer questions about key details in a text.

Lesson Seed #3

Learning Targets:

I can explain about key details in a text. (RL.K.1)

I can wonder about a story by asking questions about key details. (RL.K.1)

I can ask questions about a story before, during, and after reading. (RL.K.1)

I can notice details to help answer my questions about a story. (RL.K.1)

I can notice if my question is answered in the story. (RL.K.1)

Note: Choose one small item to place in a brown paper bag. The bag will be used to model I wonder questions about the item in the bag. Make copies of the **I WonderThinkSheet** ([LINK](#)) for each student.

Shared Reading: Begin by quickly reading (or rereading) an emergent level storybook (three minutes) and placing it in its appropriate home or basket. Choose and read aloud a high interest literary text, I Want My Mom (R). Begin by reviewing the procedures and expectations for shared reading. For the first reading of the book, be very explicit about demonstrating and modeling what good readers do while reading literary texts (e.g., book-handling skills, identifying and reading the title, noticing the names of the author and illustrator, identifying and looking at front and back covers, and the title page of the text for pictures and information about the text, previewing some of the pages in the book to get a good feel of the story and the characters, concepts about print, predicting, activating prior knowledge, making connections, thinking about the story as you are reading by asking and answering questions, fluency). Subsequent readings share the reading and gradually release the responsibility of reading to the students.

Mini-lesson: (RL.K.1; RL.K.10; RF.K.1a-d, K.3c, K.4; L.K.1a, K.2d; SL.K.1, K.2) **This seed is intended to span more than one mini-lesson.** Remind readers about the procedures of coming to the gathering place for Reading Workshop. Remind them about the procedures of Reading Workshop and appropriate rules for discussion. Revisit the anchor charts from those mini-lessons. Let them know they are showing excitement about exploring and reading books. *We will continue to learn about and follow the procedures of reading workshop to become good readers. We are learning rules and routines that will help us work together as a community. You are listening closely while others speak. You continue to go on exciting adventures as you listen to different stories. You are learning about books and parts of books. You have started building your stamina as you are able to read by yourself or with a partner for ten minutes. Wow! You are learning how to turn and talk with your partner to help you learn about reading.* Revisit the anchor charts from these mini-lessons as well.

I have noticed sometimes readers don't always understand what they are reading. I notice they read a book quickly or just look at the pictures and read the words and then say, "I'm done." They did not ever stop to think about the story. So, I'm thinking that the reader does not understand the story well enough to enjoy the book. Good readers think about what they are reading to better understand the

story. When readers pay attention to the pictures and ask and answer questions they understand more about the characters and enjoy the book much more.

Discuss with students what it means to wonder. *First, let's think about what it means to wonder. Refer to the words "I wonder." Quickly model wondering about the object in the bag. I wonder if the object in the bag is round. Have them turn and talk about their own wonderings. Record the wonderings on a chart. Have some reach into the bag, feel the object, and say another "I wonder." Refer to the words "I wonder" continuously throughout the discussion.*

Tell students good readers wonder about the books they are reading. They ask and answer wondering questions before, during, and after reading to help them understand. *They ask questions about the key details in a text. Key details are the important things in a story that good readers remember help them understand the story. Let's think about how good readers wonder while they are reading. We are going to learn more about how asking questions about books we are reading will help us become better readers. Good readers try to answer those questions as they are reading. Let's think about how questions might sound and how they might begin. What are some words you might notice at the beginning of questions? Turn and talk with your partner. Brainstorm some question starters and record them on a chart.*

Explain to students you are going to model for them how you ask questions when reading. *As I read, I want you to listen to the story as well as listen to my thinking. I will model for you my wonderings as I read. Tell them to just watch for now. Show the front cover of the literary text, Stand Tall, Molly Lou Melon (E). Read the title and model how to ask questions using a question starter from the chart before reading. What am I wondering about before I read the book? As I look at the front cover, I see a little girl. She looks kind of funny. Hmm, is this Molly Lou Melon? I wonder... Is she very short? What does it mean to "stand tall?" Begin a three column anchor chart to record questions. As I am reading, I will notice if any of my questions so far have been answered. Begin reading the story. Well, this is Molly Lou Melon. She is in the first grade. She is only as tall as her dog, so she is very short. I can put an "A" next to those questions because I was able to answer them from reading. Sometimes, the illustrations help me to answer my questions and sometimes the answer is in the text. Hmm, was it hard for her to do things that other kids could do? How do you walk proudly? Continue through the first half of the book. Add this characteristic to the anchor chart about what good readers do*

As this seed is repeated throughout the year with other texts, other categories of questions can be added in addition to "answered in the text" (A). Some other categories and codes may include questions answered from someone's background knowledge (BK) and questions whose answers can be inferred from the text (I).

Guided Practice: (this may occur during the next mini-lesson) Now it's your turn. I will continue to read but now you will ask the questions using the question starters. Continue reading and stop after each page. *Turn and talk with your partner about if any questions so far have been answered. Have some share out and mark the chart. Now, turn and talk about a question you may have.* Let them know that readers may not always have a question after each page. Have partners share out and record their questions. Continue reading the book marking any questions answered and additional questions. Show students the poster inside the book jacket to help with discussion about standing tall and proud.

Work Time: Remind students of the learning targets. Have students draw a picture of a part in the story when they had a question. Independent practice from the mini-lesson should last no more than

ten to fifteen minutes. Then, students transition into other work time activities. Students will choose books to read. Have students practice asking and answering questions independently or with a partner. When appropriate, have them begin to record a question under each heading on the I Wonder ThinkSheet or reader's notebook. While students are working, circulate the room to listen in on their reading and talk about the questions they are asking and answering as they are reading.

Share Time: Have readers share how this thinking worked for them as a reader. Have readers share their pictures of the part in the story when they had a question and if and how it was answered. Have readers share the questions they had about a book they were reading on their own. Were their questions answered? Did the illustrations help to answer their questions?

Sample Thinking Stems/Anchor Charts:

- I wonder ...
- What if ...
- Why ...
- I don't understand ...
- It confused me when ...
- How could ...
- What am I wondering about before I read the book?
- What questions do I have before, during, and after reading?
- Have any of my questions been answered so far?
- Do the illustrations help me answer any questions?
- Were any of my questions unanswered?



We are learning about asking questions while reading. "I wonder ..."		
Before Reading	During Reading	After Reading
<p>Is this Molly Lou Melon? <i>A</i></p> <p>How old is she? <i>A</i></p> <p>Is she short? <i>A</i></p> <p>What does it mean to "stand tall?"</p>	<p>Was it hard for her to do things that other kids could do? <i>A</i></p> <p>How do you walk proudly? <i>A</i></p> <p>Does her grandma live with her? <i>A</i></p> <p>Why is she so short? <i>A</i></p> <p>Why is she always smiling?</p>	<p>What accomplishments can I make for myself by walking proud and standing tall?</p>

Formative Assessment Opportunities:

- Listen in during turn and talk for understanding about key details and asking/answering questions.
- Use student writing during independent practice to check for understanding of asking and answering questions.
- During independent reading, observe for questions they are asking as they are reading.

Objective: With prompting and support, students will ask and answer questions about key details in a text.

Lesson Seed #4

Learning Targets:

I can explain about key details in a text. (RI.K.1)

I can wonder about a topic by asking questions about the key details in a text. (RI.K.1)

I can ask questions about a text before, during, and after reading. (RI.K.1)

I can notice details to help answer my questions about a topic. (RI.K.1)

I can notice if my question is answered in the text. (RI.K.1)

Note: As students learn information, they have many questions. Questions are natural for kindergartners. It is important for kindergartners to be encouraged to stop, think, and wonder about what they are reading and learning. Make copies of the informational article, The Three Goats (PCT) and the I Learned, I Wondered ThinkSheet ([LINK](#)) for each student.

Read Aloud: Begin by quickly reading (or rereading) an emergent level storybook (three minutes) and placing it in its appropriate home or basket. Review the procedures and expectations for read aloud time. Introduce book talks and give a very quick book talk on high interest and appropriately leveled texts. Place these texts in their appropriate home or basket.

Choose and read aloud the informational article, The Three Goats (PCT). Be very explicit about demonstrating and modeling what good readers do while reading informational articles (e.g., identifying and reading the title, noticing the names of the author and illustrator, previewing the pages in the article to get a good feel of the topic, concepts about print, making connections, thinking about the information as you are reading by asking and answering questions, fluency).

Mini-lesson: (RI.K.1; RI.K.10; RF.K.1a-c, K.4; SL.K.1, K.2) **This seed is intended to span more than one mini-lesson.** Revisit anchor charts from previous mini-lessons on procedures, routines, and expectations. Review anchor charts for effective listening and effective speaking. *You are continuing to go on exciting adventures as you listen to lots of stories. You are learning about books and parts of books. You are building your stamina and asking some good questions while reading stories. Your turn and talks are becoming very productive in helping you understand what we are talking about. Wow! You know a lot about good readers and what they do.*

We are going to learn more about asking questions about texts we are reading will help us understand. Good readers try to answer those questions as they are reading. Review how questions might sound and how they may begin. Let's think about what asking and answering questions might look like when reading informational books.

Explain to students you are going to model for them ways to record information you learned and what you may be wondering while reading informational texts. Reread the informational text, The Three Goats (PCT). Tell them to just watch for now. Read the first page of the text and model how to record the information learned and wonders you may have on a chart.

Guided Practice: (this may occur during the next mini-lesson) *Now it's your turn.* Provide readers with a copy of the article. *I'll continue to read aloud and you will do the wondering.* Continue to read. Have readers turn and talk about what they learned. Have some share with the group and record on the chart. Then, have them turn and talk about what they may be wondering. Have some share with the group and record on the chart.

Work Time: Remind students of the learning targets. Have students read an informational text and think about what they learned and what they are wondering. Then, students transition into other work time activities. Students will choose books to read. While reading, have students think about what they are learning and what they are wondering as they are reading their own informational texts. When appropriate, have them begin to record on the I Learned, I Wondered ThinkSheet or reader's notebook. While students are working, circulate the room to listen in on their reading and talk about what they are learning and wondering.

Share Time: Have students share how this thinking worked for them as a reader. Have them share their learning and wonders from the informational texts.

Sample Thinking Stems/Anchor Charts:

- I learned ...
- I wonder ...

Formative Assessment Opportunities:

- Listen in during turn and talk for understanding about learning and wondering while reading.
- Use student writing during independent practice and work time to check for understanding of learning and wondering while reading.
- During independent reading, observe what they are learning and what they are wondering.

I Learned ...	I Wonder ...
Goats can climb and play.	Can they climb on top of houses?
Goats drink water and eat hay.	Will the goat go down the slide?
Goats get sleepy.	Do they eat anything else?
	Where do they sleep?

Objective: With prompting and support, students will think about their thinking (questions, noticings, wonderings, connections, inferences) to make sense of key ideas and details in the text for understanding.

Lesson Seed #5

Learning Targets:

I can think about my thinking as I read. (RL.K.10 & RI.K.10)

I can ask myself questions as I read. (RL.K.1)

Note: This seed is adapted from an experience on metacognition described in Comprehension Connections, by T. McGregor. Good readers monitor their thoughts, or think about their thinking, while reading. No matter the level of readers, time should be spent noticing, naming, and exploring metacognition.

Materials for this lesson include one large bowl labeled "real reading salad," two small bowls, one labeled "text" and the other "thinking," small red paper squares that say "text," small green paper squares that say "thinking," a challenging (and thick) adult book you may be currently reading outside of school (i.e., Warriors of God), and a deep thinking picture book. A deep thinking picture book recommended for this seed is Don't Laugh at Me, by Seskin and Shamblin and sung by Peter, Paul, and Mary. However, another deep thinking picture book, Our Gracie Aunt (E), will also work for this seed. Copy a few sentences from the first half of the text onto the **Text/Thinking ThinkSheet** ([LINK](#)). Make copies for each student.

Read Aloud: Begin by quickly reading (or rereading) an emergent level storybook (three minutes) and placing it in its appropriate home or basket. Read aloud Role Models (CL). Be very explicit while modeling what good readers do while reading informational texts (e.g., book-handling skills, identifying and reading the title, noticing the names of the author and illustrator, identifying and looking at front and back covers, and the title page of the text for pictures and information about the text, previewing some of the pages in the book to get a good feel of the topic, concepts about print, activating prior knowledge, making connections, thinking about the information as you are reading by asking and answering questions, fluency).

Mini-Lesson: (RL.K.10, RI.K.10; RL.K.1; K.4; RF.K.1a-c, K.4; W.K.8; L.K.6; SL.K.1, K.3) **This seed may take more than one mini-lesson.** Students are asked to pretend to be the teacher by listening to you read. They will evaluate you as a reader. Begin by telling them that the book you are about to read was recommended by a friend and has several hundred pages and contains many difficult words. Tell them the text is challenging for you but you will do your best as you read the first paragraph. Read the text with expression and at an appropriate rate with no difficulty. Have students turn and talk about what they think of your reading. Responses may include how you read all of the words easily with no help, didn't read fast or slow, sounded like a reader, etc.

Let them in on a little secret about yourself when you were in school. Tell them how sometimes you faked your teachers and other people out when you were reading. You always raised your hand to read aloud in school and did an awesome job by reading aloud really hard words and reading very fast. But there was something you weren't doing. You were not thinking. You were just reading the words. If your teacher would have asked you questions about what you read, you wouldn't have been able to give thoughtful answers. Explain about fake reading and how you were doing fake reading as you just read aloud. It sounded good, but you were not doing any thinking. Ask students if they have ever done fake reading. Explain how they are being metacognitive by thinking about their thinking.

Reread the text, "Here is my head for thinking and knowing" from a page in the previously read book, Here Are My Hands (CL). Tell them how "real reading" includes a lot of thinking and knowing from your head. Tell them how good readers are always thinking about their reading by thinking about what they already "know" to help them understand. Good readers are metacognitive by thinking about their thinking as they are reading. We are going to begin to think about being metacognitive as we read.

Explain how you will model real reading and how it is like a tossed salad. Introduce the materials and how they will help understand more about real reading. A tossed salad might be a mixture of lettuce and tomatoes. A "reading" salad is a mixture of text and thinking. Each bowl is filled with cards. The text bowl includes red cards that say "text" (tomatoes). The thinking bowl includes green cards that say "thinking" (lettuce). With your help, we will make a reading salad while enjoying a great book! I am going to show you exactly how real reading works. Explain how you will point to the text while reading the text and point to your head when you are thinking. Choose one helper to be in charge of the text bowl, and one helper to be in charge of the thinking bowl. One helper puts a red card into the salad bowl each time you point to the text (reading). The other helper puts a green card into the salad bowl each time you point to your head (thinking). Explicitly use a variety of thinking stems during your thinking to model making predictions, making connections, wonderings, inferences, and asking and answering questions. Model thinking, reading text, thinking, reading text, and so on. After midway through the book, send helpers back to the group, and have students turn and talk about

what they noticed you doing. Begin an anchor chart of the thinking stems they noticed you using during your thinking about the text.

Guided Practice: (this may occur during the next mini-lesson) Listen as I continue to read, but this time you will do the thinking. Drop in a red text card each time you read. Then, call on readers to share what's going on inside their head. Guide them to use the thinking stems from the chart. Have each reader drop in a green thinking card as they share their thinking. Chart their thinking about the text. Place or draw a visual of a salad on the chart as a reminder of this lesson. Have several readers share their thinking after the reading of each page to model more thinking than reading so that more green cards are being added at a much faster rate. Stop reading before the last few sentences of the text. Guide readers to realize how much more green (thinking) there is in the salad than red (text). Discuss how real reading should include much more thinking than reading to understand. Draw a visual representation of real reading on an anchor chart. Add this characteristic to the anchor chart about what good readers do.

Work Time: Provide each reader with the Text/Thinking ThinkSheet including the last few sentences of the text. Read the text together. Have each reader think about what was read. Then, draw/write about their thinking from this part of the text. This independent practice from the mini-lesson should last no more than ten minutes. Remind readers of the learning targets and transition into other work time activities. Have readers begin to think more about noticing their own thinking as they are reading their own texts at their independent reading level. Have them place one or two post-it notes in their text to share their thinking later with the whole group. A ThinkSheet, or reader's notebook can be used after students become more comfortable with recording responses of the text and their thinking. While students are working, circulate the room to listen in or confer with them on their reading, or pull small groups to provide focus group instruction for students needing additional support. Guided reading groups are to be pulled at this time.

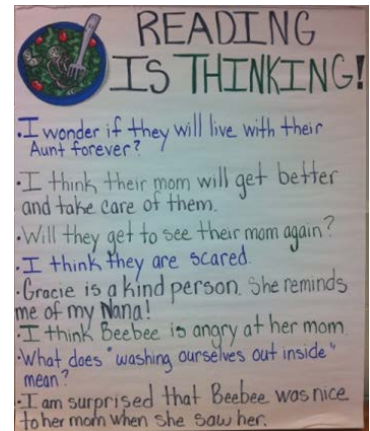
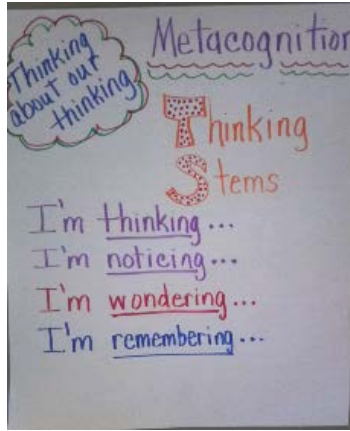
Share Time: Have students share how the strategy worked for them as a reader. Have readers share their thinking about the chosen part of the text read aloud. Then, have them share parts from their own texts, their thinking, and how they might have tracked their thinking. Have readers turn and talk to reflect on what they notice about themselves as a reader. What do you notice about your thinking while reading? How does thinking help you to understand what you are reading? What are your next steps as a reader?

Sample Thinking Stems/Anchor Chart:

- I'm wondering ...
- I'm noticing ...
- I'm thinking ...
- I'm remembering ...
- I'm seeing ...
- I'm feeling ...

Good Readers ... Things We Notice!

- ✓ Talk about books. (Ms. Embry)
- ✓ Read with friends. (Jackie)
- ✓ Read lots of books. (Noah)
- ✓ Share books. (Karen)
- ✓ Read out loud.
- ✓ Read quietly.
- ✓ Use a bookmark.
- ✓ Look at the pictures.
- ✓ Build stamina.
- ✓ Listens to other readers talk about books.
- ✓ Read literary and informational texts.
- ✓ Ask and answer questions while reading.
- ✓ Think about their thinking



Formative Assessment Opportunities:

- Listen in during turn and talk for understanding about reading and thinking.
- Use student writing during independent practice to analyze the thinking readers are doing.
- During independent reading, observe students noticing and tracking their thinking from their own texts.
- Check for understanding of noticing their thinking during small groups by having readers share and/or track their thinking.
- Listen in during turn and talk for understanding about what they notice about their own thinking while reading and how it helps them understand what they are reading.

Objective: With prompting and support, students will activate prior knowledge or schema while reading.

Lesson Seed #6

Learning Target:

I can use my schema to help me understand while reading. (RL.K.10 and RI.K.10)

Note: This activity is adapted from Tanny McGregor's book, Comprehension Connections. Schema is used to describe prior knowledge or background knowledge. Schema is a person's feelings, experiences, thoughts, and opinions. It's everything a person has ever seen, heard, tasted, smelled or felt. McGregor explains that the presence of schema increases a reader's feeling of self-confidence and his willingness to take risks. It enables the reader to remember new information, connecting to what is known. In teaching our readers how to access and activate their personal schema, we boost their chances for meaningful interaction with text.

Read Aloud: Begin by quickly reading (or rereading) an emergent level storybook (three minutes) and placing it in its appropriate home or basket. Review the procedures and expectations for read aloud time. Give a very quick book talk on high interest and appropriately leveled texts. Place these texts in their appropriate home or basket.

Mini-lesson: (RL.K.10; RI.K.10; RL.K.1; RI.K.1; RF.K.1a-d, K.4; SL.K.1, K.2) This seed is intended to span more than one mini-lesson. Revisit anchor charts from previous mini-lessons on procedures, routines, and expectations. Review anchor charts for effective listening and effective speaking. *You are continuing to go on exciting adventures as you listen to lots of stories. You are learning about books and parts of books. You are building your stamina and asking some good questions while reading stories. Your turn and talks are becoming very productive in helping you understand what we are talking about. Wow! You know a lot about good readers and what they do.*

Tell students how readers use strategies to help them understand. Introduce the importance of activating prior knowledge (schema) while reading. Talk about how important using your prior knowledge or schema is for understanding what you are reading. Tell them how reading text on familiar topics is much easier than reading about new ideas and experiences. *Schema is what we already know. It's all that stuff that is already in your head. It's all the places you've been, things you've done, and the books you've read. You must think about your schema to help you better understand a story or information. It helps you interact with the text. Good readers use this strategy of using their schema to make connections before and during reading. Let me show you what I mean.*

Show the value of schema with this one minute activity. On chart paper, make a huge letter T with space at the top as a graphic organizer. Tell students you are going to write a topic on the left side. They will have 30 seconds to call out their thoughts, feelings, opinions, and experiences about the topic without making up anything. Choose and write a topic with which most children would have experience and show a lot of excitement (e.g., Kings Island, Louisville Zoo, Kentucky State Fair.) As soon as you write it, they will probably get noisy, begin laughing, and smile. *Go!* Observe for the next 30 seconds as your classroom is alive with expressions of joy and names of rides, foods, animals, or whatever is appropriate to your topic. Stop them and write down some of the things you heard them say about the topic. Now, refer to the right side of the chart and tell them you are going to repeat the same exercise with a different topic. Deliberately choose a topic very unfamiliar to your students but familiar to you (e.g., Immokalee, Key West, Costa Maya). *Go!* Observe the silence and then perhaps some questions, what it sounds like or how it begins. Again, observe for 30 seconds. Without schema, the comments turn to questions and word observation. Stop them and write down some of the things you heard.

Talk about how the same thing was done on both sides, but the first time seemed different than the next. Talk about the thinking on the first side (e.g., happy, a lot to say, excited, a lot of thinking) and then on the other side (e.g., nothing to say, mind was blank, had questions and wonders). *Turn and talk about why you had such a different reaction to the two topics.* Have some share with the group. *You had a lot of schema for the Kentucky State Fair so you were able to make lots of connections.* Write "schema" down the left side of the chart. Tell them how they did not have schema for the second topic but you do. *I have schema about Costa Maya. I am able to make lots of connections with Costa Maya. Costa Maya is in Mexico. I went there on a cruise with my family. It has beautiful beaches. The water is an amazing blue color and crystal clear. We had so much fun while visiting Costa Maya. We toured the island and visited some of the villages on the island. We went swimming and rode on wave runners in the ocean.*

Now, let's think about schema while reading a book. Choose a high interest literary or informational text. Think aloud as you read aloud the text and tell them you will explicitly model activating prior knowledge or schema. Point to the text while reading and point to your head while using your schema. Be explicit about using the thinking stems for schema. Read through the first half of the book. *What did you notice I did or said as I was reading? Turn and talk to your partner.* Begin an anchor chart of the thinking stems they noticed you used.

Guided Practice: (this may occur during the next mini-lesson) *Now it's your turn. I will continue to read but this time you will think about and use your schema to help you make sense of the information.* Remember to use a thinking stem from the chart to think about your schema. Have partners turn and talk about their schema after each page. Have some share out with the group.

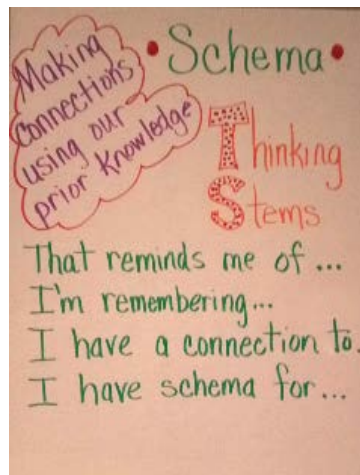
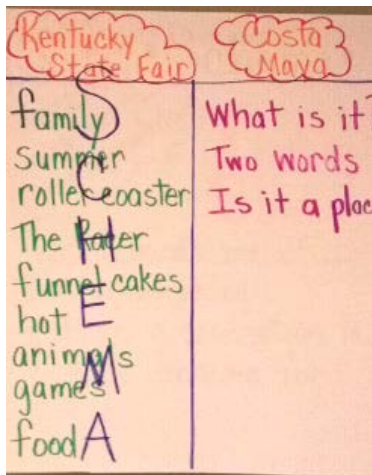
Schema makes all the difference. It's everything wrapped up altogether – your feelings, experiences, thoughts and opinions – about something. Everyone's schema is different and no one has schema just like you. We all know about and experience different things in our lives. Using our schema helps us feel confident about what we are reading. It helps us remember new information. Add this characteristic to the anchor chart about what good readers do.

Work Time: Remind students of the learning targets. Have them draw a picture of a connection they made while listening to the text being read aloud. Then, students transition into other work time activities. Students will choose books to read. Have students practice activating their schema independently or with a partner. While students are working, circulate the room to listen in on their reading and talk about their schema to help them as they are reading.

Share Time: Have readers share how this thinking worked for them as a reader. Have readers share their drawings of their connections they made from activating their schema. Have them share how schema is helping them make connections as they are reading. Have them share some of the connections they are making as they are reading their own texts.

Sample Thinking Stems/Anchor Chart:

- What is schema?
- How will schema help me better understand my text?
- What is my schema to help me better understand my text?
- How does schema help me make connections while reading?
- What connections am I making as I read my text?





Formative Assessment Opportunities:

- Listen in during turn and talk for understanding about schema.
- Use student writing during guided and independent practice as an exit slip for understanding use of schema to make connections while reading.
- During independent reading, observe to check for understanding about using schema to make connections.

Objective: With prompting and support, students will identify the main topic and retell key details of a text.

Lesson Seed #7

Learning Targets:

I can identify the main topic of a text. (RI.K.2)

I can use details to understand. (RI.K.2)

Read Aloud: Begin by quickly reading (or rereading) an emergent level storybook (three minutes) and placing it in its appropriate home or basket. Review the procedures and expectations for read aloud time. Give a very quick book talk on high interest and appropriately leveled texts. Place these texts in their appropriate home or basket.

Choose and read aloud a high interest informational text, Earthworms (E). Be very explicit while modeling what good readers do while reading informational texts (e.g., book-handling skills, identifying and reading the title, noticing the names of the author and illustrator, identifying and looking at front and back covers, and the title page of the text for pictures and information about the text, previewing some of the pages in the book to get a good feel of the topic, concepts about print, activating prior knowledge, making connections, thinking about the information as you are reading by asking and answering questions, fluency).

Mini-lesson: (RI.K.2; RI.K.1, K.10; RF.K.1, K.4; SL.K.1, K.2) **This seed is intended to span more than one mini-lesson.** Revisit anchor charts from previous mini-lessons on procedures, routines, and expectations as needed. *You are learning about books and parts of books. You are building your stamina. You are already reading for fifteen minutes without becoming distracted or unfocused. You are using your schema to make connections by asking and answering some good questions while reading texts. Your turn and talks are becoming very productive in helping you understand what we are talking about. Wow! You know a lot about good readers and what they do.*

Tell students they are going to learn to identify the main topic of texts they are reading. *The main topic of the text is who or what the text is mostly about. Good readers know the topic they are reading about as they read the details to learn about that topic.* Tell them they are going to begin to think more about the topic and details about what they are reading to better understand what they read.

I am going to tell you about some details I know or have learned from reading informational texts about different topics. I want you turn and talk to your partner to use the details I share with you to determine the topic. Listen. As you share the details about the topics you know or have learned from books, record the details in a web-designed graphic organizer. Chart the details on the outside of the web and the topic (once determined by the students) in the middle. Have partners turn and talk to use the details to determine your topic. See below for examples of some details about various topics:

Details: It is yellow and black. It has hairs on its back. It uses wings to buzz about. It likes flowers. (Bumblebee)	Details: Drink milk and eat cheese. Avoid sugary foods. Brush your teeth twice a day. Floss your teeth once a day. Visit the dentist twice a year. (Healthy Teeth)	Details: They are made from paper. They contain pictures and words. Some tell stories. Some give information. Have a front cover and back cover. (Books)
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To help you understand the topic, I shared with you details about bumblebees, healthy teeth, and books. I shared with you the details about the topic to help you understand the topic. We do this all of the time when we talk to our family and friends. We tell them details to help them understand what we are talking about.

Create an anchor chart identifying the importance and characteristics of details. *Readers have to think about details to understand what they are reading.*

Refer to the previously read informational book, Earthworms (E). Tell readers the topic of this book is earthworms. It is also the title of the book. Remind students that the topic is who or what the text is mostly about. Read the first couple of pages and think aloud about the details about earthworms. Record the details on a chart.

Guided Practice: (this may occur during the next mini-lesson) *Now it's your turn. I'll continue to read and stop for you to think about some details about earthworms.* Have partners turn and talk about the details after each page (or two) and have some share out with the group. Record on the chart.

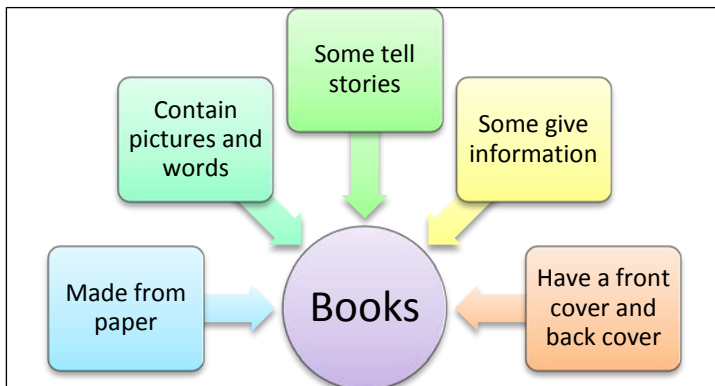
Work Time:. Remind students of the learning targets. Working with a partner, have readers identify the topic of an informational text and discuss details about the topic. Independent practice from the mini-lesson should last no more than ten to fifteen minutes. Then, students transition into other

work time activities. Have readers continue to think about the topic and details of the informational texts they are reading. While students are working, circulate the room to listen in on their reading and talk about details.

Share Time: Have readers share how this thinking worked for them as a reader. Have readers share their thinking about their informational texts, topics, and details.

Sample Thinking Stems/Anchor Chart:

- What is the main topic?
- What is this text mainly about?
- What are the details that help me understand the topic?



Details

- ✓ Give us information about the main topic
- ✓ Found in the pictures and the text
- ✓ Help us understand
- ✓ Help us learn new information (informational reading)

Earthworms

- They are worms that live in soil.
- There are many different kinds.
- They wiggle.
- Some are tiny.
- They come in different colors and sizes.
- Some live in Australia.

Formative Assessment Opportunities:

- Listen in during turn and talk for understanding about main topic and details.
- Listen in during partner work for understanding about main topic and details.
- During independent reading, observe to check for understanding about identifying main topic and using details to understand.

Lesson Seed #8

Learning Targets:

I can determine key details of a text. (RI.K.2)

I can retell the key details of a text. (RI.K.2)

Interactive Read Aloud: Begin by quickly reading (or rereading) an emergent level storybook (three minutes) and placing it in its appropriate home or basket. Review the procedures and expectations for read aloud time. Give a very quick book talk on high interest and appropriately leveled texts. Place these texts in their appropriate home or basket.

Choose and read aloud a high interest informational text. Be very explicit while modeling what good readers do while reading informational texts (e.g., book-handling skills, identifying and reading the

title, noticing the names of the author and illustrator, identifying and looking at front and back covers, and the title page of the text for pictures and information about the text, previewing some of the pages in the book to get a good feel of the topic, concepts about print, activating prior knowledge, making connections, thinking about the information as you are reading by asking and answering questions, fluency).

Mini-lesson: (RI.K.2; RI.K.1, K.10; RF.K.1, K.4; SL.K.1, K.2) **This seed is intended to span more than one mini-lesson.** *I am noticing how you are developing into good readers. Tell students good readers determine which details are more important than others. These important details are called key details. Readers can't remember all of the information or details in a text about a topic. So, they have to determine which details are most important to remember to retell about the topic. Let's see how we can understand how to determine which details are more important than others. Add this characteristic about details to the chart created in the previous seed.*

Refer to the previously read informational book, Earthworms (E). Remind readers about the topic and refer to the chart created in previous seed on the details about earthworms. Reread and discuss all of the details from the text. Have students turn and talk with their partner about one detail they think is very important in understanding the topic. Students tell why they think the detail is important. *Let's begin thinking while reading about the important details the author wants us to remember to understand the topic. Hmmm.*

Show students the following materials: pebbles, sand, and a flour sifter. *These materials will help us understand more about details when we are reading. When we read, we read a lot of details from the text. Let's think about the pebbles and sand as the details. Let's mix these up.* Use the materials to demonstrate how the sifter sifts out the less important stuff (sand) and holds onto the more important stuff (pebbles). Afterwards, have students turn and talk with their partner about their thinking about the demonstration. Have some share out. Guide discussion to include: Pebbles are the most important details. Sand is the less important details. The sifter is holding onto the pebbles like our brain should hold onto the important details when we read. *Good readers know which details are more important than others. They are the details that help us better understand the topic. Some details are less important in helping us better understand the topic. Let's begin to be intentional while reading and sift out the less important or just interesting details and hold on or remember the more important details.*

Again, refer to the chart of details about Earthworms and "sift out" one of the less important details from the more important details to help understand the topic. Then, model how to determine importance of details. Read each detail and think aloud about how you determine it to be a key detail. Be explicit about using thinking stems for the strategy of determining importance. Explain how many features in informational text help us determine what's most important. Tell them how writers usually show the most important information about a topic in illustrations, captions, headings, and bold print. Then, read the detail that is not a key detail and think aloud about how you determine it not to be a key detail. Cross out the detail that is less important and does not really help with understanding. Have partners turn and talk about what you did or were thinking. Have some students share and record responses on an anchor chart. Add this characteristic to the chart about good readers.

Guided Practice: (this may occur during the next mini-lesson) *Now it's your turn. Let's continue to read the details about earthworms.* Have partners turn and talk after each detail is read to determine if it is a key detail. Cross out the details that are less important and do not really help with

understanding. Then, go back and retell the key details about earthworms. They are the pebbles. *We use these key details to retell the information.* Have partners turn and talk to practice retelling the information about earthworms to each other. Begin an anchor chart on the main topic and key details of informational texts. Continue to add to the chart throughout the year as you read more books.

Work Time: Remind students of the learning targets. Working with a partner, have readers identify the topic of an informational text and put a post-it note on one page that tells a key detail about the topic. Have them retell the key details about the topic to their partner. Independent practice from the mini-lesson should last no more than ten to fifteen minutes. Then, students transition into other work time activities. Have readers continue to think about key details of the informational texts they are reading. Have them mark pages of key details with post-it notes that say “KD” (key detail.) While students are working, circulate the room to listen in on their reading and talk about details.

Share Time: Have readers share how this thinking worked for them as a reader. Have readers share their thinking about their informational texts, topics, and key details.

Sample Thinking Stems/Anchor Chart:

- What is the main topic?
- What are the key details that help me understand the topic?

Details

- ✓ Give us information about the main topic
- ✓ Found in the pictures and the text
- ✓ Help us understand
- ✓ Help us learn new information (informational reading)
- ✓ Key details (KD) are the most important

**Determining Importance
Thinking Stems**

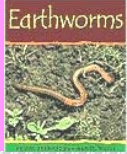
- ✓ I want to remember ...
- ✓ What matters to me ...
- ✓ It's interesting that ...
- ✓ One thing the writer wants me to notice ...
- ✓ What's important here is ...

Earthworms

- They are worms that live in soil.
- There are many different kinds.
- ~~They wiggle.~~
- ~~Some are tiny.~~
- They come in different colors and sizes.
- ~~Some live in Australia.~~

 **Things We Notice!**

- ✓ Talk about books. (Ms. Embry)
- ✓ Read with friends. (Jackie)
- ✓ Read lots of books. (Noah)
- ✓ Share books. (Karen)
- ✓ Read out loud.
- ✓ Read quietly.
- ✓ Use a bookmark.
- ✓ Look at the pictures.
- ✓ Build stamina.
- ✓ Listens to other readers talk about books.
- ✓ Read literary and informational texts.
- ✓ Ask and answer questions while reading.
- ✓ Think about their thinking.
- ✓ Think about their schema.
- ✓ Determine key details

Informational Text	Main Topic	Key Details
	-All about earthworms	-Earthworms live in soil. -There are many different kinds. -There are many different colors and sizes.

Formative Assessment Opportunities:

- Listen in during turn and talk for understanding about main topic and key details.
- Listen in during partner work for understanding about main topic and using key details for retelling the information.
- During independent reading, observe to check for understanding about identifying main topic and determining key details for understanding and retelling.

Objective: With prompting and support, students will describe the relationship between illustrations and the text.

Lesson Seed #9

Learning Target:

I can describe what I see in the illustrations in a text. (RI.K.7)

I can identify the part of the information from a text shown by the illustration. (RI.K.7)

I can use illustrations to help me understand a text. (RI.K.7)

Note: Make copies of the informational article, Community Helpers (PCT) for each student.

Interactive Read Aloud: Begin by quickly reading (or rereading) an emergent level storybook (three minutes) and placing it in its appropriate home or basket. Give a very quick book talk on high interest and appropriately leveled texts. Place these texts in their appropriate home or basket in the classroom library.

Choose and read aloud a high interest informational text. Be very explicit while modeling what good readers do while reading informational texts (e.g., book-handling skills, identifying and reading the title, noticing the names of the author and illustrator, identifying and looking at front and back covers, and the title page of the text for pictures and information about the text, previewing some of the pages in the book to get a good feel of the topic, concepts about print, activating prior knowledge, making connections, thinking about the information as you are reading by asking and answering questions, fluency).

Mini-lesson: (RI.K.7; RI.K.10; RF.K.4; SL.K.1, K.2) This seed is intended to span more than one mini-lesson. *I am noticing how you are developing into good readers. You are reading now for eighteen minutes without becoming distracted or unfocused. You are using your schema to make connections by asking and answering some good questions while reading texts. Your turn and talks are becoming very productive in helping you understand what we are talking about. You are identifying the topics of informational texts you are reading. We know good readers remember and use details from the text to help them understand those topics! They sift out the less important details and use key details to retell the information. You have been using some of the features in informational text like illustrations, captions, bold print, and headings to help you determine key details.*

Tell students how it is important to look closely at the illustrations. Tell them good readers are able to describe what they see in an illustration. *They are able to look closely at the illustration in a text and think closely about what it represents in the text. Readers use the illustrations to help them understand text. Let's begin to look closely at the illustrations in informational texts.*

Refer to the informational article, Community Helpers, (PCT). Remind readers about the topic. Tell them to notice the illustrations with you as you read aloud. Begin reading, stopping to explicitly notice each illustration in the article and the person it depicts. Model reading the first two pages and describe the relationship between each illustration and the text. *What do I see here? Does the illustration give me information not in the text?* Have readers turn and talk with a partner how the illustration helped them understand the text.

Guided Practice: (this may occur during the next mini-lesson) *Now it's your turn.* Provide each reader with a copy of the article. *Let's continue to read the rest of the article.* Have partners turn and talk after each bit of information is read to describe what they see in the illustration and to think closely about what it represents in the text. Have them think about how it helped them understand the text. Have some share with the group. Add this characteristic to the good readers chart. Think about the topic and key details of this article and add to the chart about main topic and key details of informational texts.

Work Time: Remind students of the learning targets. Working with a partner, have readers reread the article and discuss what they notice in each illustration and think closely about what each represents in the text. Independent practice from the mini-lesson should last no more than ten to fifteen minutes. Then, students transition into other work time activities. Have readers continue to think about what illustrations represent in their own texts. While students are working, circulate the room to listen in on their reading or pull small groups to provide focus group instruction for students needing additional support. Guided reading groups begin to be pulled at this time.

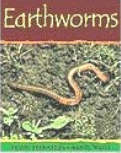
Share Time: Have readers share how this thinking worked for them as a reader. Have readers share their thinking about illustrations in their own informational texts.

Sample Thinking Stems/Anchor Chart:

- What is this illustration about?
- What do I see in this illustration?
- What part of the text is shown in this illustration?
- Does the illustration give me any information not included in the text?
- How does the illustration help me understand the text?

Good Readers ... Things We Notice!

- ✓ Talk about books. (Ms. Embry)
- ✓ Read with friends. (Jackie)
- ✓ Read lots of books. (Noah)
- ✓ Share books. (Karen)
- ✓ Read out loud.
- ✓ Read quietly.
- ✓ Use a bookmark.
- ✓ Look at the pictures.
- ✓ Build stamina.
- ✓ Listens to other readers talk about books.
- ✓ Read literary and informational texts.
- ✓ Ask and answer questions while reading.
- ✓ Think about their thinking.
- ✓ Think about their schema.
- ✓ Determine key details.
- ✓ Think about the pictures for understanding.

Informational Text	Main Topic	Key Details
	-All about earthworms	-Earthworms live in soil. -There are many different kinds. -There are many different colors and sizes.
<u>Community Helpers</u>	-All about community helpers	-A policeman keeps us safe. -A doctor helps sick people. -A teacher helps kids learn. -A firefighter puts out fires.

Formative Assessment Opportunities:

- Listen in during turn and talk for understanding about the illustrations.
- Listen in during partner work for understanding about the relationship between illustrations and the text.
- During independent reading, observe to check for understanding about the relationship between illustrations and the text.
- During small group instruction, have readers describe the relationship between the illustrations and the text.

Objective: With prompting and support, students will identify characters and settings in stories to retell stories using key details.

Lesson Seed #10

Learning Targets:

- I can identify the characters in the story. (RL.K.3)
- I can identify the settings in the story. (RL.K.3)
- I can listen to a story and tell the key details. (RL.K.2)
- I can retell stories using key details. (RL.K.2)

Shared Reading: Begin by quickly reading (or rereading) an emergent level storybook (three minutes) and placing it in its appropriate home or basket in the classroom library. Give a very quick book talk on high interest and appropriately leveled texts. Place these texts in their appropriate home or basket in the classroom library.

Choose and read aloud a high interest literary text, Kakadu Jack (R). For the first reading of the book, be very explicit about demonstrating and modeling what good readers do while reading literary texts (e.g., book-handling skills, identifying and reading the title, noticing the names of the author and illustrator, identifying and looking at front and back covers, and the title page of the text for pictures and information about the text, previewing some of the pages in the book to get a good feel of the story and the characters, concepts about print, predicting, activating prior knowledge, making connections, thinking about the story as you are reading by asking and answering questions, fluency). Subsequent readings share the reading and gradually release the responsibility of reading to the students.

Mini-lesson: (RL.K.2, K.3; RL.K.1, K.10; RF.K.1, K.4; SL.K.1, K.2) This seed is intended to span more than one mini-lesson. You are now reading for twenty minutes without becoming distracted or

unfocused. That is great stamina! You are using your schema to make connections by asking and answering some good questions while reading texts. Your turn and talks are becoming very productive in helping you understand what we are talking about. Wow! You know a lot about good readers and what they do. You are identifying the topics of informational texts you are reading. We know good readers remember and use details from the text to help them understand those topics! They sift out the less important details and use key details to retell the information. You have been using some of the features in informational text like illustrations, captions, bold print, and headings to help you determine key details. You are looking closely at illustrations and thinking about how they relate to the text.

Tell students good readers can listen to stories and tell the key details. *They use key details to remember and retell stories. You have learned about details and how to determine key details in informational texts.* Refer to these anchor charts. *Let's think about how to determine key details in stories. Key details in stories tell the important information about the characters and settings. The characters are who the story is about. The setting is where the story takes place.* Add this characteristic about details to the chart.

Use the familiar literary book, Kakadu Jack (R). Tell readers you are going to read the beginning of the story again and then record some details. Be very explicit about using characters' names in the details and using your schema to help understand the story. After reading the beginning of the story, stop and record on the chart. Then, record important, as well as less important details. After modeling how to think about details of the story, have readers turn and talk about these details about the characters and the settings.

Guided Practice: (this may occur during the next mini-lesson) *Now it's your turn. I'll continue to read and stop for you to think about some details about the story.* Have partners turn and talk about the details after the middle and the end. Have some share out with the group and record on the chart. Remind them about using the characters' names. *You did nice thinking about the details of the story. But, just like when retelling information from informational texts, we cannot remember every detail so we have to determine which details are most important about the characters and settings to use to retell stories. We want to use the key details.* Use the thinking stems for determining importance and think together to sift out the less important details from the most important ones to retell the story. Read through each detail together and have turn and talks to decide if it is most important or less important and explain why. Cross out details decided to be less important. Go back and retell the story using only the key details. Explain these key details are the pebbles. Add this characteristic about retelling stories to the chart about good readers. Begin an anchor chart on literary texts and model thinking aloud about the characters and the settings. Model retelling about the characters and settings. Continue to add to the chart throughout the year as you read more literary books.

Work Time: Remind students of the learning targets. Working with a partner, have readers read and retell familiar stories using key details. Have them think about the characters and settings first. Independent practice from the mini-lesson should last no more than ten to fifteen minutes. Then, students transition into other work time activities. Have readers continue to think about using key details to retell familiar stories to their partners. While students are working, circulate the room to listen in on their reading or pull small groups to provide focus group instruction for students needing additional support. Guided reading groups begin to be pulled at this time.

Share Time: Have readers share how this thinking worked for them as a reader. Have readers share some retellings of the stories they are reading using key details.

Sample Thinking Stems/Anchor Chart:

- Who is this story about?
- Where does the story take place?
- Who are the characters?
- What is the setting?
- What is this story about?
- What are the key details about the characters and settings?

**Determining Importance
Thinking Stems**

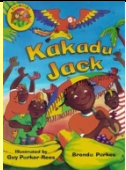
- ✓ I want to remember ...
- ✓ What matters to me ...
- ✓ It's interesting that ...
- ✓ One thing the writer wants me to notice ...
- ✓ What's important here is ...

Kakadu Jack

- Molly Mack lives in Jamaica.
- She has a parrot named Kakadu Jack.
- ~~Molly has on a red shirt.~~
- Molly takes Kakadu Jack on her shoulder to the market to buy fruit.
- ~~Molly looks at the bananas.~~
- Kakadu Jack eats the fruit while Molly Mack is shopping.
- Kakadu Jack makes a big mess at the market.
- Molly Mack is wearing a hat and does not notice Kakadu Jack is eating the fruit and making a mess.
- ~~Lots of people are at the market.~~
- ~~Kakadu Jack has red, yellow and blue feathers.~~
- The workers try to keep Kakadu Jack from making a mess.
- Molly Mack enjoyed her day at the market and wants to go back tomorrow.

Details

- ✓ Give us information about the main topic
- ✓ Found in the pictures and the text
- ✓ Help us understand
- ✓ Help us learn new information (informational reading)
- ✓ Key details (K) are the most important
- ✓ Tell about the characters and settings (stories)

Literature Text	Characters	Setting	Key Details
	<ul style="list-style-type: none"> -Molly Mack, a girl -Kakadu Jack, a parrot 	<ul style="list-style-type: none"> -Jamaica -At the market 	<ul style="list-style-type: none"> -Molly Mack lives in Jamaica with her parrot, Kakadu Jack. -She takes Kakadu Jack to the market to buy fruit. -Kakadu Jack tries to eat the fruit and makes a mess at the market. -Molly doesn't notice him making a mess because she is wearing a hat. -The workers try to keep him from making a mess. -Molly Mack enjoyed her day at the market and wants to go back tomorrow.



Good Readers ...

Things We Notice!

- ✓ Talk about books. (Ms. Embry)
- ✓ Read with friends. (Jackie)
- ✓ Read lots of books. (Noah)
- ✓ Share books. (Karen)
- ✓ Read out loud.
- ✓ Read quietly.
- ✓ Use a bookmark.
- ✓ Look at the pictures.
- ✓ Build stamina.
- ✓ Listens to other readers talk about books.
- ✓ Read literary and informational texts.
- ✓ Ask and answer questions while reading.
- ✓ Think about their thinking.
- ✓ Think about their schema.
- ✓ Determine key details.
- ✓ Think about the pictures for understanding.
- ✓ Retell stories.

Formative Assessment Opportunities:

- Listen in during turn and talk for understanding about characters, settings, and the key details.
- Listen in during partner work for understanding about identifying characters and settings, and using key details to retell stories.
- Observe or coach-in during independent reading to check for understanding about characters, settings, and determining key details to retell stories.
- During small group instruction, have readers determine key details about characters and settings to retell the story.

Lesson Seed #11

Learning Targets:

I can use key details to retell a story. (RL.K.2)

Interactive Read Aloud: Begin by quickly reading (or rereading) an emergent level storybook (three minutes) and placing it in its appropriate home or basket in the classroom library. Give a very quick book talk on two high interest and appropriately leveled texts. Place these texts in their appropriate home or basket in the classroom library.

Choose and read aloud a high interest literary text, Barnyard Banter (CL). Be very explicit while modeling what good readers do while reading literary texts (e.g., book-handling skills, identifying and reading the title, noticing it is a storybook, noticing the names of the author and illustrator, identifying and looking at front and back covers of the book for pictures and information about the story, previewing some of the pages in the book to get a good feel of the story and characters, concepts

about print, predicting, activating prior knowledge; making connections; thinking about the story as you are reading by asking and answering questions, fluency).

Mini-lesson: (RL.K.2; RL.K.1, K.10; RF.K.1, K.4; SL.K.1, K.2) **This seed is intended to span more than one mini-lesson.** *Great stamina! You are using your schema to make connections by asking and answering some good questions while reading texts. You know a lot about good readers and what they do. You know good readers remember and use details from the text to help them understand those topics! They sift out the less important details and use key details to retell the information. You have been using some of the features in informational text like illustrations, captions, bold print, and headings to help you determine key details. You are looking closely at illustrations and thinking about how they relate to the text. You are beginning to retell familiar stories using key details and characters' names. Let's think about what good retellings sound like and look like so we can begin retelling stories to our partners.*

*Listen as I retell a story we have previously read. Retell the story, Kitten's First Full Moon (E) in a very brief sentence or two, giving very few or no details and not including the title or the character's name (e.g., It couldn't get to it and was tired.) Then, ask students what book you told them about and how your story or retelling sounded. *Did I tell you enough details to keep you interested? Would you understand enough about the story if you had not read the story?* Now, retell the story again telling the key details about the character and the setting and make the text come alive. Tell the title before retelling. Have readers turn and talk about which retelling sounded more interesting and gave more key details. Have some share out with group. Explain the difference in the two retellings. Emphasize the qualities of the good retelling (e.g., uses the names of the characters.) Remind them how good retellings use only the key details, not the less important details. Readers have to take big steps through the story and leave the less important details out of the retelling. Create an anchor chart of the qualities of good retellings when retelling to partners. Add the text to the chart about key details of the characters and settings of literary texts.*



Guided Practice: (this may occur during the next mini-lesson) *Now it's your turn.* Have partners take turns retelling the story using the key details of the story. Refer to the chart about the qualities of good retellings.

Work Time: Remind students of the learning targets. Then, students transition into other work time activities. Have readers continue to use the chart to practice retelling stories they are reading. While students are working, circulate the room to listen in on their reading or pull small groups to provide focus group instruction for students needing additional support. Guided reading groups begin to be pulled at this time.

Share Time: Have readers share how this thinking worked for them as a reader. Have readers share some retellings of the books they are reading.

Sample Thinking Stems/Anchor Chart:

Retelling Stories
<ul style="list-style-type: none"> ✓ Begin with the title ✓ Use the characters' names ✓ Make the text come alive ✓ Start at the beginning ✓ Take big steps through the story ✓ Tell only the key details ✓ Use your own words ✓ Use vocabulary from the story

Literature Text	Characters	Setting	Key Details
	<ul style="list-style-type: none"> -Molly Mack, a girl -Kakadu Jack, a parrot 	<ul style="list-style-type: none"> -Jamaica -At the market 	<ul style="list-style-type: none"> -Molly Mack lives in Jamaica with her parrot, Kakadu Jack. -She takes Kakadu Jack to the market to buy fruit. -Kakadu Jack tries to eat the fruit and makes a mess at the market. -Molly doesn't notice him making a mess because she is wearing a hat. -The workers try to keep him from making a mess. -Molly Mack enjoyed her day at the market and wants to go back tomorrow.
	<ul style="list-style-type: none"> -Kitten 	<ul style="list-style-type: none"> -Outside in Kitten's yard 	<ul style="list-style-type: none"> -Kitten was on her back porch and saw a full moon. -She thought it was a bowl of milk. -Kitten tried to lick it but couldn't reach it. -She tried to jump to the moon but couldn't make it. -Kitten chased the moon but couldn't get closer. -She climbed up the tree to get closer, but it didn't work. -She saw the reflection of the moon in the pond and raced to it and leaped in. -She was only wet and tired so she went home. -There was a big bowl of milk waiting for her on the porch.

Formative Assessment Opportunities:

- Listen in during turn and talk for understanding about retelling stories.
- Listen in during partner work for understanding about retelling stories.
- Observe or coach-in during independent reading to check for understanding about retelling stories.
- During small group instruction, have readers determine key details about characters and settings to retell the story.

Objective: With prompting and support, students will use illustrations to help with understanding the story.

Lesson Seed #12

Learning Targets:

I can describe what I see in the illustrations in a story. (RL.K.7)

I can identify the part of the story shown by the illustration. (RL.K.7)

I can explain how illustrations help me understand a story. (RL.K.7)

Interactive Read Aloud: Begin by quickly reading (or rereading) an emergent level storybook (three minutes) and placing it in its appropriate home or basket in the classroom library. Give a very quick book talk on two high interest and appropriately leveled texts. Place these texts in their appropriate home or basket in the classroom library.

Choose and read aloud a high interest literary text, Here Are My Hands (CL). Be very explicit while modeling what good readers do while reading literary texts (e.g., book-handling skills, identifying and reading the title, noticing it is a storybook, noticing the names of the author and illustrator, identifying and looking at front and back covers of the book for pictures and information about the story, previewing some of the pages in the book to get a good feel of the story and characters, concepts about print, predicting, activating prior knowledge; making connections; thinking about the story as you are reading by asking and answering questions, fluency).

Mini-lesson: (RL.K.7; RL.K.1, K.10; RF.K.1, K.4; SL.K.1, K.2) **This seed is intended to span more than one mini-lesson.** *I am noticing how you are developing into good readers. You have built great stamina. You are using your schema to make connections by asking and answering some good questions while reading texts. You are identifying the topics of informational texts you are reading. You know good readers remember and use key details from the text to retell stories and retell information from informational texts. Your retellings are coming alive! You are looking closely at illustrations in informational texts to identify the part of the text shown by the illustration. Let's think about illustrations in stories and what part of the story it shows. Let's think about how the illustrations in stories help us understand the story.*

Reread the familiar text, Kitten's First Full Moon (CL). Stop to explicitly notice each illustration and the moment it is representing in the story. Model describing the relationship between each illustration and the story through the middle of the book. Have readers turn an talk about your thinking.

Guided Practice: (this may occur during the next mini-lesson) *Now it's your turn.* Continue reading and have partners turn and talk about what part of the story is shown in each illustration. Have them think about how it helped them understand the story. Have some share with the group.

Work Time: Remind students of the learning targets. Have partners read a storybook and talk about what part of the story is shown in each illustration. Independent practice from the mini-lesson should last no more than ten to fifteen minutes. Then, students transition into other work time activities. Have readers continue to think about the illustrations and what part of the story is shown in their own texts. While students are working, circulate the room to listen in on their reading or pull small groups to provide focus group instruction for students needing additional support. Guided reading groups begin to be pulled at this time.

Share Time: Have readers share how this thinking worked for them as a reader. Have readers share their thinking about illustrations in their own storybooks.

Sample Thinking Stems/Anchor Chart:

- What is this illustration about?
- What do I see in this illustration?
- What part of the story is shown in this illustration?
- Does the illustration give me any information not included in the story?
- How does the illustration help me understand the story?

Formative Assessment Opportunities:

- Listen in during turn and talk for understanding about the illustrations.
- Listen in during partner work for understanding about the relationship between illustrations and the story.
- During independent reading, observe to check for understanding about the relationship between illustrations and the story.
- During small group instruction, have readers describe the relationship between the illustrations and the story.

Suggested Instructional Texts:

Rigby (R), Classroom Library (CL), Text Exemplar (E), Text Writing Exemplar (WE), Pinnell and Fountas – Sing a Song of Poetry (FP), Science (S), Social Studies (SS), Toolkit Text (TT), Primary Comprehension Toolkit (PCT)

Literary	Informational
<u>Kitten's First Full Moon</u> (E)	<u>To Be a Kid</u> (CL)
<u>I Want My Mom!</u> (R)	<u>Role Models</u> (CL)
<u>Stand Tall, Molly Lue Melon</u> (E)	<u>Kitten</u> (CL)
<u>Our Gracie Aunt</u> (E)	<u>The Three Goats</u> (PCT)
<u>Here Are My Hands</u> (CL)	<u>Earthworms</u> (E)
<u>Kakadu Jack</u> (R)	<u>Community Helpers</u> (PCT)
<u>Barnyard Banter</u> (CL)	

Additional Professional Resources:

- Calkins, Lucy. (2011). A Curriculum Plan for the Reading Workshop.
- Calkins, Lucy and Tolan, K. Building a Reading Life.
- Boushey, Gail and Moser, Joan. (2006). The Daily 5 – Fostering Literacy Independence in the Elementary Grades.
- Dorn, Linda and Soffos, C. (2005). Teaching for Deep Comprehension – An Approach for Reading Workshop.
- Fountas, Irene and Pinnell, Gay. (2012). Genre Study – Teaching with Fiction and Nonfiction Books.
- Goudvis, Anne and Harvey, Stephanie. (2008). The Primary Comprehension Toolkit.
- Harvey, Stephanie and Goudvis, Anne. (2007). Strategies that Work – Teaching Comprehension for Understanding and Engagement.
- Hoyt, Linda. (2000). Snapshots – Literacy Minilessons Up Close.
- Miller, Debbie. (2002). Reading with Meaning.
- Nichols, Maria. (2006). Comprehension Through Conversation.
- Orehovec, Barbara and Alley, Marybeth. (2003). Revisiting the Reading Workshop – Management, Mini-Lessons, and Strategies.
- Pinnell, Gay Su and Fountas, Irene C. (2009). When Readers Struggle – Teaching That Works.
- Taberski, S. (2000). On Solid Ground – Strategies for Teaching Reading K-3.
- McGregor, T. (2007). Comprehension Connections.
- Teachers, for Teachers (2012). Common Core Curriculum Maps, English Language Arts.

Websites:

- <http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/elementary>
- <http://www.imeacham.com>
- <http://readworks.org/lessons>
- <http://www.achievethecore.org>

Resources for Tier II & Tier III Interventions

- JCPS Response to Interventions website:
<http://www.jefferson.k12.ky.us/Departments/Gheens/RTI/RtI.html>
- Interventioncentral.org: <http://www.interventioncentral.org/>
- Readworks.org (K-6 reading lessons and passages): <http://www.readworks.org/>
- Literacyleader.com (lessons and resources): <http://www.literacyleader.com/>

It is recommended that kindergarten teachers begin on the first day setting the tone for the workshop. The beginning weeks of school are less about teaching children how to read and more about modeling and teaching children:

- What good readers do
- Establishing workshop expectations and procedures
- Building stamina
- Engaging and motivating children to want to learn to read.

Debbie Miller says, “Once these are in place, we can move forward quickly without the distraction of management, procedural, and behavioral issues.

It could take four to five weeks before the entire workshop is in place. Creating a **community of caring learners** is important. Relationships are built and trusts are established. It is a gradual process as the many aspects of the workshop are phased in slowly. Kindergartners need lots of **modeling, demonstration, and practice of appropriate and expected behaviors**. Read alouds and mini-lessons begin on the very first day.

The classroom library is carefully and slowly established throughout this unit. Texts begin to be organized in baskets as the emergent level books are read aloud. **Book talks** introduce books new to the library (or classroom) gradually and are included daily after the interactive read-aloud or shared reading. Two or three books are quickly introduced daily and placed in the appropriate basket. Never include texts in the classroom library with reading levels exceeding much more than the highest reading levels of the students in the classroom. The library is for choosing just-right or just-fit books.

Below are possible topics for procedural mini-lessons **essential** for Reading and Writing Workshop in kindergarten. These topics are by no means an exhaustive list. Procedural mini-lessons are important in meeting the needs of the students and to ensure good management throughout the year. They are introduced in either, Reading or Writing Workshop. Then, practice occurs during both, since the same procedures will suffice for both workshops. The procedural mini-lessons included in the first three seeds in the Kindergarten Unit, Weeks 1-6 are highlighted. Some may be found in other grade units, weeks 1-6.

Some mini-lessons for procedural topics may span over several days or weeks. Anchor charts capture the thinking from the mini-lesson and should include pictures, drawings, and/or clip art as much as possible to support the reading level for kindergartners. Remember to always provide repeated guided practice for each procedure or concept introduced before an expectation during independent practice.

Three Modes of “Teacher” Reading in Kindergarten

Ideas for shared reading, read alouds, and/or interactive read alouds have been included before the seeds in this unit. These modes of teacher reading occur sporadically throughout the course of the day with at least one mode of teacher reading occurring prior to the mini-lesson. This procedure will allow you to revisit the previously read texts, or parts of the texts, during the mini-lesson.

Shared reading is when teacher and children have eyes on one text (big books, songs, enlarged texts on projector or charts) reading in sync with one another. Most of the time, shared reading consists of

rereading familiar texts, with new texts being introduced less frequently. It provides opportunities for instruction of foundational skills and concepts about print. Once kindergartners know a shared reading text well, they are given opportunities to read it themselves (small versions) and play with the text to build fluency.

According to Lucy Calkins, reading aloud frequently and regularly is one of the most important things teachers can do for young learners. **Read aloud** creates a sense of community and shows children the joy of reading through a variety of genres. It provides a daily opportunity for children to observe an excellent reading role model. Sometimes, it can be just a cozy time to share a good book, song, or rhyme. Songbooks are great to read aloud after the song has been introduced.

Other times it will be regularly reading aloud emergent storybook. Emergent story books have strong characters, a repeating refrain or line, pictures to support the text, and rich language (e.g., Caps for Sale, The Snowy Day, and The Three Billy Goats Gruff). Each emergent storybook is repeatedly read aloud four to five times within a couple of days for kindergartners to become very familiar with and confident for reading on own. This is another way to children get to know a book well enough to “read” it to themselves during independent reading.

The Common Core emphasizes high-level comprehension. The **interactive read aloud** models deep thinking and supports conversations within the group and among partnerships around a mentor text. It should occur several times a week. It provides opportunities for purposeful or accountable talk which is not just about the literal understanding but constructs deeper meaning by getting to the heart of the story (the big idea or theme). It prompts great discussions about characters, plot, and events.

During interactive read alouds, children are exposed to complex texts they may not be able to read independently. Essential stopping places should be determined prior to the reading for drawing upon what is desired to be understood or accomplished in the end (e.g., constructing an understanding of the characters, interaction between characters, a sense of the setting.) In kindergarten, most texts for interactive read alouds are short and can be read during one experience. However, after several months of building stamina and developing young readers, longer texts can span over several days.

Independent Reading in Kindergarten

Actual reading time during independent or partner reading is the heart of the reading workshop. For the first two or three weeks of school, children select books each day from baskets sitting atop their tables for independent reading. A variety of books, mostly familiar fairy tales, ABC books, picture books, poetry, and well-illustrated informational books are included. Favorite read alouds, emergent storybooks, ABC books and songs they are learning are added as they are read or learned. These texts are most likely not at their instructional or independent level but chosen because of familiar story lines, the short texts, and colorful illustrations. They are perfect for practicing reading behaviors and becoming engaged with texts. At this time, they sit at their tables to read as you have brief conversations with each about themselves and help with selecting books.

After four or five weeks, procedures for choosing just-right books will have been established and practiced. By this time, a few book baskets have been introduced in the classroom library (e.g., Old Favorites [Star Books], ABC Books, Animals.) Then, children begin to choose their own texts

(approximately ten) for independent reading and store them in a book baggie or bin for the week. Groups of children exchange their books weekly on a selected day of the week.

After the mini-lesson, soft and friendly music is played and children (with texts in hand) go to their table or a special spot in the room to read. At the start of the year, kindergartners will not necessarily know how to read alone (or with a partner). So, it is suggested to have them first read with a partner close to the same reading level for support for ten to fifteen minutes, then alone for as long as it works. Partner reading consists of sitting hip to hip, sharing a book, and taking turns or reading the book in unison.

Building stamina for reading is important to focus on for months to develop independent readers. Eventually, after a couple of weeks (and a lot of teacher modeling and procedural mini-lessons) the time frames for reading will increase. Eventually, this time will build up to 30 minutes for reading alone or with partners. Independent reading time will increase as children's skills grow (and eventually it will come before partner reading.)

Mini-lessons for Procedures and Routines of Reading and Writing Workshop

- Workshop Introduction and Procedures (*Grade 1, Weeks 1 – 6, Seed #1*)
- Establishing the Gathering Place
- **Building Stamina**
- Read Aloud Time
- Thinking and Talking about Reading (Purposeful Talk)
- Turn and Talks
- **What Do We Notice Good Readers Do?**
- 3 Ways to Read a Book
- **Activating Prior Knowledge (Schema)**
- Making Connections
- **Thinking About Our Thinking While Reading (Reading Salad)**
- Effective Listening and Speaking
- Appropriate Voices During Workshop
- The Classroom Library (Organization and Care)
- Seeking Help During Workshop
- Choosing Just-Right (or Good-Fit) Books
- Choosing a Place to Read
- Independent Reading
- Establishing Partnerships for Sharing/Reading
- Reading with a Partner (*Grade 1, Weeks 1 – 6, Seed #2*)
- Establishing a Reader's/Writer's Notebook
- Responding to a Text
- Establishing a Book Log

My thinking about ...

Good Readers

Name _____

_____ is a good reader!

My thinking about...

Building Stamina

Name _____

I am building my stamina!

My thinking about ... _____ (Title)

I Learned ...

I Wonder ...

Name _____



My thinking about ... _____(Title)

Text	Thinking

Name _____